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**Internationalization in American Legal Education:
A Short-term Embedded Study Abroad program for
University of Connecticut Law Students**

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PIM 74

A capstone paper submitted in partial fulfillment of the requirements for a Master of Arts in
International Education at SIT Graduate Institute in Brattleboro, Vermont, U.S.A.

May, 2016

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TABLE OF CONTENTS

ABSTRACT	5
INTRODUCTION	6
DEFINING THE PROBLEM	8
Needs Assessment.....	11
PROPOSED SOLUTION	16
Context.....	16
Literature Review and the Theoretical Background	18
Program Description	24
Goals and Objectives	26
Curriculum	28
Staffing.....	31
Program Marketing	33
Logistics	34
Health & Safety Plan	35
Crisis Management Plan	37
Budget	39
Evaluation Plan	40
CONCLUSION	44
REFERENCES	46
APPENDICES	51
Appendix A	51
Appendix B	53
Appendix C	58
Appendix D	59
Appendix E	60
Appendix F	61
Appendix G.....	62
Appendix H.....	63
Appendix I	64
Appendix J.....	66

Appendix K.....	67
Appendix L	69
Appendix M	70
Appendix N.....	71
Appendix O.....	72
Appendix P	73
Appendix Q.....	74
Appendix R.....	77
Appendix S.....	80

ABSTRACT

It has been noted by many legal education professionals that, although legal education in the U.S. is good at development of analytical skills through its case system, it still lags behind in the development of professional integrity and ethical values. Due to an increase in globalization in most areas of American life, even if students do not choose to work in international companies and organizations, their work will require communicating in an intercultural setting. It is no longer enough for law school graduates to just be able to solve problems effectively. They need to be effective at communicating with people from different and cultures, situations very common for many legal professionals. Intercultural competence is becoming more and more necessary even for those who will work domestically, due to the increasing diversity of the American population.

This program explores one of the ways to provide law students with necessary intercultural training at an early stage of their education. The program is an addition to one of the mandatory first-year courses that examines the nature of legal practice and its components – interviewing, counseling, and negotiating. A study abroad short-term program is added to the course and offers its participants the opportunity to explore intercultural aspects of these processes through a series of seminars and a short-term trip to China. Students will focus on cultural values frameworks and learn to navigate cultural differences in the legal setting.

INTRODUCTION

I started my practicum at UConn School of Law as an intern at the Graduate Admissions and Exchange Programs Office in August 2016 and stayed there for over 7 months working full-time and transitioning into part-time in the last month of my internship. This one office deals with many things that are typically divided among a number of departments. The office oversees the admission of domestic and international graduate students to LL.M. programs (Master of Laws), serves as a point of reference for international students, and is responsible for study abroad programming. My responsibilities as an intern were dispersed between these areas. Largely, I was involved in marketing and designing initiatives and other projects that aimed to recruit new students both from abroad and domestically. I also participated in study abroad promotion and marketing. It was this experience that led me to think about the nature of legal education in the U.S. and the challenges associated with encouraging law students to study abroad. The stunning contrast between how interested international students were in participating in exchange programs and LL.M. programs in the U.S. and lack of interest from domestic students to international opportunities made me wonder what were the reasons for this and whether it was needed at all. During my time with UConn School of Law, I was able to talk with some domestic and international students to hear their perspectives on the matter, had multiple conversations with the site supervisor, and read articles on the topic written by legal professionals. The evidence from the professionals in the field demonstrated that international experience and intercultural competence in lawyers were crucial for their successful career, yet only two or three students would go abroad each year at UConn Law. There are most definitely multiple reasons for this that will be further examined in this paper. However, it is hard to deny the importance of internationalization of the legal curriculum. It is not only the quantitative

results that legal education institutions should strive for, but also the qualities and competencies that they instill in their students. Legal professionals comprise a large part of governmental and social institutions, and they need the skills and competencies required for successful communication and performance in the current globalized environment. Many law students see international experience as an opportunity to learn international laws and dismiss the idea of international experience when they decide not to focus on international issues. However, international experience also brings cultural learning that is incredibly valuable and even necessary in modern legal practice. I decided to explore the ways in which this could be done in the most effective way taking into consideration the results of my research and observations.

This paper will explore the issue at hand: the unwillingness of legal students in the U.S. to participate in study abroad programs unless they are planning to connect their professional career with international aspects of lawyering in general and UConn Law students' attitudes on studying abroad. On a micro level, this paper will propose a solution in the form of a short-term embedded overseas component to one of the required first-year classes at UConn School of Law to satisfy the demands of the current working environment and suit the needs of UConn Law students.

DEFINING THE PROBLEM

In 2015, the Institute of International Education (IIE) launched the “Generation Study Abroad” initiative with the goal of doubling the number of American students participating in international experience during their years in school. The initiative calls for universities to partner with IIE to promote and facilitate study abroad for their students and attain this aim within five years. Although the initiative does not specify what population is primarily targeted, we can see from the analysis of partner universities’ programs that it is mostly aimed at the undergraduate population and the increase in their mobility (AUD, 2015; NZE, 2015; AIFS Study Abroad, 2015). Graduate level mobility, on the other hand, is greatly overlooked in terms of both quantitative breakdown and data available. According to the most recent IIE Open Doors report available, around 26% of graduate students studied abroad during their time in the program in the 2013/14 academic year (IIE, 2015). This number includes professional school, Master’s, and Ph.D. students. Legal education is included in the graduate level because it is a type of a professional school that requires its applicants to have a prior undergraduate degree in order to submit their application and to be considered for admission. With the internationalization initiatives booming on every campus in the U.S. where does legal education stand?

Internationalization in Legal Education

Legal practice is nationally bound and is one of the most difficult practices to use internationally, hence the reason transnational lawsuits often take years to resolve. That being said, many practitioners in the field of legal education have noted that law school curriculum needs to be globalized and internationalized. There are numerous arguments in favor of this, including the aforementioned transnational lawsuits, the rapid increase in transnational

interactions that result in complex legal problems, and the globalization of the law profession, which now involves work in a globally diverse environment. However, many law schools struggle with introducing an international dimension into the classroom. The classroom itself has not changed much since the establishment of classic American legal education – doctrinal, Socratic, US-centered. Law schools are using the “national law practice” model as the foundation of their teaching practices, and it is the dominant ideology. Although it has been challenged multiple times for perpetuating the power of wealthy and privileged, it is still in place (Backer, 2009). It is also one of the historical factors that shape current attempts to internationalize law education – a task rather challenging with such doctrine as a foundation.

While it is true that not every lawyer will encounter international cases in their practice or even have the need to research international law, each practitioner will have to deal with cases that will have cross-border implications or will lead to an interaction of different cultures and ways of handling business. A lawyer working in the U.S. encounters representatives of different cultures on a regular basis. And while one might not see the need to be aware of international laws, the need to work with different cultures will most definitely arise (Basedow, 2014).

Lawyers are called upon to serve as advisors, adversaries, and confidants. Developing cultural competence is an important part of becoming an effective communicator on all levels of legal practice – counseling, advocating, and negotiating. At all of the stages, it is important to understand how cultural identity and background affect perspective and bias and how they play into the legal process. In culturally diverse situations, it is important to eliminate barriers that might impede establishing the client-attorney relationship of trust, which is the basis of a successful relationship between the client and their attorney. While negotiating, attorneys need to be aware of acceptable communication strategies and styles and be able to make a decision as to

which one to use in which situation (Moylan & Thompson, 2013). The lawyer performs the role of a translator of both the client's wishes and the other party's underlying interests. In order to do their work in the most effective way, legal professionals need to be proficient in the art of translation.

There are two ways to approach internationalization in law schools – instrumental and humanist. The former responds to the demands of the labor market and the latter states that globalization commands a change in education that confronts everyone with the economic reality and the cultural diversity arising from globalization. The instrumental approach only addresses a limited demand in society and entails changes in education targeting only a few. The humanist approach requires changes across the board and would enable all students to be ready for what lies ahead: “an internationalized world with its complexities, which in the legal practice entails complexities in personal and professional communication, perception of the world and its processes” (Basedow, 2014). This approach entails that legal education practitioners, especially those working in international and global offices, need to pay attention not only to numbers of inbound and outbound students but also to qualitative results, such as how prepared graduates are to work in the globalized world and whether they can use the skills acquired in law school across the border.

Study abroad in law schools is a complicated and rather under-researched topic in international education. The research fails to produce any statistics or substantive data on study abroad in American law schools. Adelaide Ferguson (2010) underlines that there is a profound lack of official data on how many legal students study abroad and where they go. It does not even appear in the Open Doors report. Study abroad seems unpopular among domestic students for various reasons, among which are American Bar Association requirements and regulations,

program length, demographic of law schools and their particular needs, study abroad image, financial aspects, perceived lack of academic rigor, and a lack of clear understanding of how these skills can be applied in domestic practice.

Although many practitioners agree that not every law student will benefit from the knowledge of a foreign law system, most students will need interpersonal skills to deal with representatives of different cultures. However, this need is typically missing from the curriculum and is rarely emphasized through any other media that might influence students. What many young professionals often lack is the intercultural dimension of interpersonal communication and the ability to establish rapport and to conduct business with people from other cultures. The American population is not homogenous. It requires multiple skills and intelligences to be able to communicate with various people productively and effectively. It is this aspect that needs to be introduced as a foundation of modern lawyering practice. Whether it should be done through study abroad or ‘internationalization at home’ methods, it is something that every institution needs to decide for themselves based on their demographics, resources, and overall goals.

Needs Assessment

In order to establish the most appropriate strategy for UConn School of Law’s context and goals, a needs assessment was conducted. The needs assessment is comprised of the results of a survey distributed among UConn School of Law’s domestic students, informal conversations with 5 domestic students, and empirical data and observations gathered during faculty meetings, International Committee meetings, observations of the Lawyering Process class as it is taught now, and a competitor’s analysis.

The student survey questions are shown in Appendix A, while the quantitative results are presented in Appendix B. The questions in the student survey were distributed to all the students

at UConn School of Law through UConn's official surveying service. A competitor analysis chart is presented in Appendix C.

Student Survey

The survey was distributed to all the students enrolled in UConn School of Law through UConn's surveying system *Qualtrics*. The participation was not obligatory and none of the questions were set to be mandatory. Appendix A shows 7 questions, 6 multiple choice, and 1 text answer. Out of approximately 500 JD students enrolled in UConn School of Law, 46 participated. The results can be observed in Appendix B.

The results show several concerns that many participants highlighted in their responses. The two major deterrents for law students to study abroad are affordability (19%) and practicality (18%). The cost of the JD degree at UConn School of Law varies depending on a student's in or out of state status and may range from \$27,000 to \$57,000 in tuition yearly, living expenses excluded (UConn, 2015b). Students pursuing their JD degree already have their undergraduate degree, which often comes with a considerable debt in student loans. Besides, as can be inferred from the survey results, many students are more focused on establishing themselves as working professionals and finding or keeping a job. A student seeking a study abroad opportunity may be "put at a disadvantage for job hunting" or have a family to support (Appendix B).

Another factor influencing students' decision whether to study abroad or not is its practicality and application in their future job. Law students tend to be very goal oriented and try to make practical decisions. Unless they are planning to connect their future practice with international law or international companies, it makes little sense to spend time and resources on acquiring knowledge that might not be directly applicable. Besides, American students rarely

find it necessary to strive for a foreign institution credential since American education, including legal, is still dominating the education market. The generally frivolous image of study abroad is added on top of this. As one of the participants expressed, "... law school is for serious pursuits, and study abroad is mostly a cutesy thing some people do as undergrads" (Appendix B). Study abroad programs are often viewed as less rigorous and more as "an excuse for a vacation abroad than a serious academic experience" (Ferguson, 2010). Besides, students often mention on-campus and family commitments that prevent them from even considering a study abroad program.

It can be inferred from the results that students of UConn School of Law strive for academic rigor and prominent practical application. The course needs to be designed in a way that gives the maximum amount of students opportunity to participate in its study abroad component and enables those who cannot go abroad to have access to intercultural communication training at home.

Competitor Analysis

The competition among law schools is higher than ever before due to the recent and drastic drop in enrollment. According to figures released in December by the Section of Legal Education and Admissions to the Bar, total enrollment in JD programs (including both full-time and part-time students) in 2014 fell about 19 percent from its historic high in 2010, and the numbers are expected to fall in the future as well (Hansen, 2015). Such decline is not unexpected, given the data submitted to American Bar Association (ABA) on the number of people taking Law School Admission Test (LSAT) and reports from all the ABA-accredited law schools. Experts primarily connect this decline with an unstable job market for lawyers. However, some are more optimistic about this decline and see possible positive changes that can

be brought about by the decline. Kyle McEntee, co-founder and executive director of a Georgia-based legal policy organization, believes that this decline in enrollment “will increase the economic pressure on law schools to implement reforms that will make them more accountable to students and the general public... it [also] suggests prospective law students are responding to information that directly affects their future (Hansen, 2015).

Indeed, such challenges will influence schools’ strategies and tactics in the battle for enrollment and revenue, and, considering the overarching concern of higher education in the U.S., will inevitably lead to expanding their course offerings by adding international and globally-oriented components.

For the purposes of this needs assessment, seven schools that are regarded as direct competitors of UConn School of Law have been selected. Certainly, they are not regarded as competitors in all the aspects. Many of them are considerably higher cost, some are higher up in the rankings, and some boast higher bar passage results. However, when it comes to choosing their future place of study, many prospective students choose between these options, be it for the sake of relative proximity, or the price. The schools were compared based on the type of short-term programs they are currently offering. The short-term programs include winter intersession study abroad opportunities (stand-alone courses), summer study abroad courses, and courses with embedded study abroad components. As can be seen in Appendix C, four schools offer at least one option for short-term study abroad, one school offers two options, and two schools do not offer short-term opportunities at all. It should be noted that schools that do not offer short-term study abroad, Boston University School of Law and Boston College Law School, are considerably higher up in the rankings. The two main competitors that UConn School of Law often finds itself losing applicants to are Vermont School of Law and Northeastern University

School of Law and both of them present at least two opportunities for short-term study abroad, including Vermont School of Law's embedded seminars that take place in Europe. Although it cannot be said for sure whether prospective candidates choose other schools because of their more varied study abroad options, it is still necessary to take it into consideration while developing internationalization goals for UConn School of Law. It is also important to notice that UConn Law is already offering a winter intersession course in Puerto Rico.

It can be inferred from the competitor's analysis that one of the criteria that might give UConn School of Law a competitive advantage over its competitors would be the availability of a short-term course abroad. The creation of such a course will help to fill in the gap between UConn Law and its principal competitors and will also demonstrate its commitment to the internationalization of its curriculum and preparing its students better for the current multicultural world of legal practice.

Conclusion

The needs assessment helped better analyze the issues of study abroad at UConn School of Law and in legal education in general and allowed a determination to be made about the format that will make its programs more marketable and suitable for a wider range of students. It was decided to settle for a short-term embedded program that is a part of one of the required courses at UConn School of Law. Such a program will allow UConn School of Law to diversify its curriculum, demonstrate its commitment to internationalization, and satisfy many needs of students who would like to acquire intercultural skills, but are unable to participate in programs that require much longer commitment. The purpose, goals, and objectives are designed to meet the needs of students while ensuring that everyone taking the course benefits from the course regardless of whether they are going abroad or not.

PROPOSED SOLUTION

Context

Having looked at the needs assessment and perception of study abroad by students, it was decided that short-term embedded program would be a better solution to the problem of insufficient internationalization efforts at UConn School of Law. The mandatory course *Lawyering Process* will be expanded. Two additional tracks will be added, one of which will involve a short-term study abroad component. Both tracks will focus on the development of intercultural competence in law students. While opportunities to study abroad for a semester or more will still be available to students in the future, students will participate in an internationalized course in the very first year of their study and will be shown the importance of intercultural awareness and competence. In this way, students will acquire intercultural skills very early in their legal career and will continue to apply them in every aspect of their education and practice.

UConn School of Law

The 2015-2016 academic year has been marked for UConn School of Law by a great achievement – a record number of almost 60 international students. Interestingly, UConn Law does not have a plan for internationalization nor does it have internationalization in any form reflected in its Academic Plan for 2015-2016, a document that defines the school's strategy for the next five years. However, the number of international students keeps growing, and the number of national students going abroad decreases or stays the same depending on the year and semester. Despite the fact that UConn does not pose such objectives, it has been noted multiple times by UConn Law School officials and faculty that national students must be prepared to work in increasingly international environment – if not with international companies directly,

then with people coming from different cultural backgrounds. For this purpose, professors try to incorporate international components into their curriculum and often rely on international students in the classroom for their input. Although it gives domestic students opportunities to acquire some knowledge of international lawyering, they still quite often lack skills of intercultural business communication.

In order to provide an opportunity for every UConn Law student to acquire skills necessary to thrive in the current competitive field of legal practice, a newly redesigned course in *Lawyering Process* will be introduced. The *Lawyering Process* is a credit-bearing required course for all first-year students, and it will incorporate a short-term study abroad practical component. The course normally takes place during the spring semester and focuses on the issues of interviewing, counseling, negotiating, and contract drafting. The program will incorporate a two-week experiential workshop conducted at the University of International Business and Economics (UIBE) in Beijing, China over the spring break. The program is designed in a way that students will have the choice of whether to participate in the study abroad component and if they choose not to, they will be offered several substitute options. The course will have three tracks with different credit value. Students choosing the first track will follow the standard curriculum with the class and will not receive additional credit for the spring break portion (2 credits), students taking the second track will be engaged in an intercultural project over the spring break domestically (3 credits), and students taking the third track will spend their spring break in Beijing (3 credits). This proposal will focus on the second and the third tracks.

University of International Business and Economics (UIBE)

UIBE is widely considered to be one of the leading universities in economics, finance, and international business. They also have an outstanding legal program that primarily focuses

on international law and insurance issues, the area that UConn Law prides itself on. UIBE is one of the long-standing partners for UConn School of Law, mostly thanks to the recruitment efforts of Yang Hong, the Admissions Director for UConn Law graduate programs. Many of the international LL.M. students at UConn School of Law come from UIBE through direct recruitment and campus visits. For example, in the spring 2016 semester, there were about 15 students on campus who came from UIBE. UConn Law also established an exchange program with UIBE; however, the numbers are skewed towards inbound mobility.

Literature Review and the Theoretical Background

Striving towards increasingly interculturally competent lawyers is a current demand facing many law schools in the U.S. However, it is hard to do so without having deeper knowledge and understanding of what intercultural competence involves and how it can be developed. Legal education has been known for its conformity and lack of interconnectedness with other realms of academia, and especially, in terms of pedagogy and approaches utilized to teach law in the classroom. This capstone paper will look at the learning theories that will be used for the purposes of achieving the overarching goal of this course to prepare students to be better practitioners who reflect on their experiences and find application in real life situations. Moreover, this paper will demonstrate how knowledge of cultural values frameworks may be useful in this course. The paper will also look at the particular demands usually set for short-term faculty-led programs.

In order to prepare future law students to be better at their work and communicate better with others, in designing this course, we will be targeting the following domains of preparation of future legal practitioners – cultural competency, personal intelligence, and self-reflection (Appendix D). For the purposes of this study, we will be using the definition of cultural

competency offered by Scharlette Holdman and Christopher Seeds (2008): “Intercultural competency has been defined as a set of congruent behaviors, attitudes and policies that come together in a system, agency, or among professionals and enable the system, agency, or those professionals to work effectively in cross-cultural situations.”

Experiential Learning

Experiential learning is defined as “the sense-making process of active engagement between the inner world of the person and the outer world of the environment” (Beard & Wilson, 2008). It is an underpinning process to all forms of learning since without any exception all people are exposed to different experiences in their lifetime and derive rules of living from their experiences. Learning in isolation from experience is meaningless and empty the same way theory not connected with practice and application is useless. Experiential learning serves as a mediator that unites theory and practice, experience and learning. It does so following the experiential learning cycle described by David Kolb in 1984 (Appendix E).

According to Kolb’s theory, knowledge is continuously gained through various kinds of experiences. In order to be involved in experiential learning, a learner has to be able to reflect on experiences, use analytical skills to generalize the experience, and use this conceptualized knowledge to solve problems and find solutions. Because it is a cycle, learning never actually ceases; once we are at the end of a cycle, our newly acquired knowledge may serve as a starting point for our future learning. In order to obtain knowledge, learners must go through a concrete experience, observe it, reflect on it, generalize and conceptualize ideas derived from the reflection, and then test implications of these concepts in new situations.

Experiential learning has been previously discussed in the context of legal education. Jeffrey Blumberg (2014) describes different international experiential learning models that

propose a framework where students go through a developmentally-based intercultural competency training. Janus, Smythe, and others have also discussed the importance of experience and guided reflection in legal education, and especially in legal practice upon graduation (Janus & Smythe, 2011). Students who have been exposed to such trainings demonstrated stronger negotiation skills, are better at seeing differences and making knowledgeable decisions, and are capable of transmitting their knowledge of one culture and methods of its analysis to their work with representatives of other cultures.

Experiential learning theory is an appropriate model for the development of intercultural competency, transferable analytical skills and attitudes. This model requires minimal training, does not require many additional resources, and will allow students to become better lawyers by improving their skills of self-reflection, teaching them to apply these skills in the future practice, and providing them with enough room to learn from the experiences of others.

Multiple Intelligences

Many practitioners and law school professors agree that the legal education that current law students are exposed to is not always sufficient and does not allow enough room for them to develop all the necessary skills to meet their full potential (Dauphinais, 2005). Kristen Dauphinais (2005) also states in her research that intellectual abilities that law students develop are narrower than abilities required to perform legal work, and students just do not learn the whole spectrum of what they will be required to exercise in their future career. Paula Lustbader (1999) writes:

The majority of law schools emphasize and measure [sic] only the logical-mathematical type because the usual method of evaluating student performance is a single exam that asks students to analyze a complex set of facts, in a limited time period, in writing. Arguably, this is a limited view of intelligence that does not adequately reflect all the

types of intelligence that the successful lawyer needs. Effective teachers find ways to teach and evaluate a broader range of intelligences, and they encourage their students to master more than one type.

The absence of necessary interpersonal skills comes as no surprise considering the image a modern lawyer has – successful, hard, severe, not demonstrating any sort of human compassion. This image and immobility of legal education in the U.S. perpetuates the teaching techniques and programs, making it harder to implement changes. In order to educate more versatile lawyers and legal practitioners, the Theory of Multiple Intelligences developed by Howard Gardner in 1983 will help this course develop a better understanding of what intelligences are missing from the curriculum and what gaps this course will address.

Gardner has identified nine intelligences (Appendix F): logical-mathematical, linguistic, spatial, personal, musical, bodily-kinesthetic, natural, spiritual, and existential. While traditional logical-mathematical and linguistic intelligences are highly valued and prioritized in legal education, others seem to lag behind and are overlooked in the curriculum design and course development.

It is clear that legal practitioners need to possess strong logical and linguistic abilities. They need to be able to analyze facts, follow the chain of reasoning, and to use language as a tool in legal practice. These are the skills that many courses offered in legal school focus around. This course will focus greatly on the development of “personal intelligence.” Gardner divides this intelligence into two components – interpersonal and intrapersonal. Both aspects are extremely important for the lawyering practice the way it functions now.

Interpersonal intelligence is described as a “capacity to understand intentions, motivations, and desires of other people and, consequently to work effectively with others” (Gardner, 1993). When a lawyer is able to communicate effectively with their clients, colleagues,

and other parties involved, it creates a positive working environment and leads to a more satisfying process and results. Lawyers use their interpersonal intelligence to listen, communicate, emphasize, and later, to negotiate, mediate, and persuade. A lawyer who has insight into how other people feel and experience certain situations has a greater chance of succeeding both with their cases and in the workplace in general. A lawyer who, on top of this, has an ability to see how cultural identities and differences are involved in the process of communication is even better equipped and prepared for the real world of legal practice.

Intrapersonal intelligence is referred to as the “capacity to understand oneself, to have an effective working model of oneself - including comprehending one's own desires, fears, and capacities - and to use such information effectively in regulating one's own life” (Gardner, 1993). This type of intelligence promotes self-awareness, self-confidence, and use of strong ethical judgment. Besides, lawyers who are able to reflect on their own identity and its presence in the professional communication are better at establishing rapport with others (Dauphinais, 2005).

As a feminist legal scholar, Susan P. Sturm states, “law schools' pedagogy, curriculum, and placement tend to be structured around this one-size-fits-all gladiator model of lawyering” (Sturm & Guinier, 2007). Modern law school favors those who possess traditional intelligences and exercises them with great confidence and skill. The curriculum revolves around analytic reasoning and emphasizes quickness of the answer, efficiency, and performance. At the same time, softer, interpersonal skills are missing from the intentional design and if they are taught, then probably unintentionally and are transmitted through certain personalities of professors.

The question of missing important intelligences is much deeper in legal education and needs to start with admissions. However, interpersonal skills and abilities will serve as one of the theoretical frameworks and principles that will define the curriculum design.

Cultural Values Frameworks

In order to present the material to students and teach them about intercultural competency components, this course will rely on different cultural values frameworks that impact both personal life and professional communication, regardless of whether it is taking place in a foreign country or in the U.S. Cultural values, traditions, and beliefs deeply affect communication, decision-making, and effectiveness. In legal practice, especially in the U.S. with its incredibly diverse population, intercultural communication is present in the realms of life even when it may not be obvious. At the same time, it is fair to notice that lawyers do not always deal with representatives of other distinct cultures. However, each person has their own cultural identity, different from the others, so the knowledge of various frameworks and the ability to recognize them and act accordingly will be useful even for those lawyers who do not deal with distinctively international players. While we cannot expect every client to be familiar with cultural differences and proper methods of communication, it is every practitioner's responsibility to make sure that they are able to function properly in different situations involving cultural differences.

There have been numerous attempts to conceptualize culture. For the purposes of this project, we will need frameworks that represent a wide variety of cultural settings, so students are able to utilize them with every new culture they encounter, and frameworks that work with professional forms of interaction. A very good summary of the many frameworks that meet the demands of this course was given by S. Tirmizi (2008). Appendix G summarizes the different cultural frameworks that will be woven into the curriculum of *Lawyering Process* course both theoretically and practically. Within the cultural frameworks, the course will rely on the cross-cultural communication competence model that is presented in Appendix H. This model suggests

that one engages in communication with the intention of being clearly understood and causing no harm to the relationship. The ultimate purpose of effective cross-cultural communication is to come to a shared understanding of the subject in the context in which the communication occurs (Matveev et al., 2001).

Relying on these frameworks, students will acquire mindsets and behaviors necessary for effective communication. They will develop efficient personal approaches to dealing with situations that involve representatives of different cultures by looking at communication models and will pose important questions that need to be answered within the legal discourse.

Program Description

Lawyering process is currently a mandatory first-year course. Students are required to take it in the fall and spring semester of their first years of study. This course introduces students to professional skills necessary to the practice of law. In the fall semester, students are trained in legal analysis, print and electronic legal research, and predictive and persuasive legal writing. In spring, the course focuses on client interviewing, counseling, case planning, investigation, and negotiation. In addition, students will study the interpersonal, ethical, and moral dimensions of lawyer-client, lawyer-witness, and lawyer-lawyer relationships by observing and engaging in simulated lawyering activities. This program creates two additional tracks (Track 1 and Track 2) for the spring semester course that will explore in more depth the issues of intercultural communication as regards to lawyering practice. The pilot course will be run in spring 2017. Both tracks will rely on the regular schedule of classes (Appendix I) and will differ in the amount of additional hours devoted to the study of intercultural aspects of lawyering practice. All students, regardless of their chosen track are required to present their final projects. Students choosing to follow track 1 or track 2 will build their projects around intercultural issues.

Track 1

Track 1 is designed for students who are unable to travel abroad for the spring break but want to deepen their knowledge, skills, and abilities of intercultural communication in lawyering practice and participate in additional experiential training. Students will go through four stages – two preliminary seminars with their professor that will determine their work for the spring break period followed by spring break meetings and trainings. In the future, these roles will be performed by students who had gone through the track 2 training. For the first year, the trainings will be facilitated by an intern from the office International Programs. At the end of spring break, the students will return to the classroom to unpack their experience with the professor. They will meet once for 120 minutes in a bigger group that will include participants of track 2, and once just in their own group to reflect on the experience. At the end of the semester, students will present their final projects together in the big classroom. A 10-page reflection paper that will connect the class content with their deeper intercultural analysis is an additional requirement for the track 1 students. By participating in this program, students will earn 3 credits for *Lawyering Process* course.

The program is designed for up to 20 students with the minimum requirement of five.

Track 2

Track 2 includes an overseas component and is also directed at the development of intercultural competency in the field. Students will go through four stages – two pre-departure seminars running 120 and 90 minutes each, seven days in the country with daily classes and cultural activities, and two “unpacking” seminars that will allow students to bring their perspectives into the classroom. The first seminar will involve only the students who had traveled abroad, and the second will bring students of track 1 and 2 together. At the end of the

semester, students will present their final projects together in the big classroom. The first seminar will last for 90 minutes, the second 120 minutes. A 15-page reflection paper that will connect the class content with their deeper intercultural analysis is an additional requirement for the track 2 students. By participating in this program, students will earn 3 credits for *Lawyering Process* course.

This track will admit up to 14 students in the first year it is running and will expand its capacity based on demand. While abroad, the students will stay in the student dorms on UIBE campus. The minimum requirement of students is seven.

Appendix J demonstrates the timeline for delivery of the course for the 2016-2017 academic year.

Goals and Objectives

Goals and objectives for this program were created based on the needs assessment and theoretical analysis. For these purposes the method of backwards design was used (Wiggins, 2005). The method implies that we need to first identify desired results of the program and then determine acceptable criteria and evidence which will demonstrate that participants have achieved desired outcomes. Only after these steps are completed, can we proceed to develop the curriculum.

The *purpose* of this program is to provide students with the opportunity to be better prepared for their future studies and lawyering career through the practical application of classroom knowledge. This program will help its participants to develop and improve their intercultural skills in the context of professional communication.

Program Goals

1. To allow students to find real-life application for classroom learning.

2. To prepare more culturally aware and competent lawyers.
3. To provide participants with an opportunity to learn from each other's experiences.
4. To encourage continuous education and learning in the workplace.

Program Objectives

In order to fulfill the program goals, the program will:

1. teach participants intercultural communication through experiential education;
2. allow participants to choose the track most suitable for their future professional development;
3. expose participants to specific cultural components of lawyering practice;
4. continuously assess program implementation and utilize this assessment for the future courses.

Participant Goals

1. Participants will complete their first year requirement and earn 2-3 credits toward their degree.
2. Participants will analyze various cultural value frameworks and learn to connect them to their professional activities and behaviors.
3. Participants will be able to transfer the knowledge, skills, and abilities to different realms of their professional career.

Participant Learning Outcomes

Upon completion of the program, students will:

1. demonstrate knowledge and awareness of the impact that cultures and cultural backgrounds have on professional communication;
2. become familiar with different cultural values frameworks;

3. describe one chosen culture and its cultural values and attitudes, and their possible impact on professional communication;
4. determine ways in which this knowledge of one's own culture cultural values can be used in work with people of different cultural backgrounds;
5. become more mindful and accepting of other cultures;
6. become more aware of their own culture and the impact it has on their professional communication;
7. communicate interculturally, whether speaking or listening, with confidence and comfort and with respect;
8. reflect on their actions, ways they communicate professionally and the impact it has in the workplace.

Curriculum

The following curriculum has been designed with the help of the backwards design model (Wiggins, 2005). The approach was selected to emphasize the importance of the learning outcomes, establish clear evaluation parameters, and the program's commitment to provide the training required to achieve the outcomes. As it has been stated previously, the program is divided into three tracks. All of the tracks have standard *Lawyering Process* curriculum and schedule as foundation (Appendix I).

The curriculum is conveniently divided into three parts with separate goals and outcomes.

Phase 1: Pre-departure

Goals:

1. Participants will learn theoretical cultural values frameworks through experiential seminars and workshops designed by the professor.
2. Participants will learn strategies necessary for successful intercultural legal communication through case studies and presentations.

Outcomes:

1. Participants are able to recognize elements of cultural values frameworks in sample legal cases.
2. Participants are able to discuss strategies to address intercultural issues in legal practice and analyze implications of their decisions.
3. Participants are prepared for the next stage and have a clear understanding of what they need to do in order to successfully complete the overseas component.

The **pre-departure** piece of the course focuses on the introduction of cultural values frameworks and their elements and their relations to the legal practice. Students will study key elements through a series of experiential activities that will include demonstrations, videos, role plays and presentations. Students will also get to know Chinese international students enrolled in LL.M. program better and discuss with them cultural expectations and differences. Together they will cover such questions as *What their expectations of American culture were? How different are their impressions from expectations? How law school is different in the U.S. and China?* and others. Chinese students will also give an overview presentation of the Chinese legal system. The second meeting will focus on getting students ready for travel and expectation management. Since it is a short-term course that takes students to a very different cultural setting, students will be given information on how to successfully complete a short-term course and have a meaningful experience.

Phase 2: Study Abroad

Goals:

1. Participants will practice interviewing, counseling, and negotiating skills in an international setting through a series of workshops and exercise classes with Chinese students of UIBE.
2. Participants will partake in cultural activities that influence professional behavior in the setting of Chinese culture.

Objectives:

1. Participants are able to perform legal services with the consideration of cultural and interpersonal implications.

2. Participants recognize differences of cultures and how culture, traditions, and values are present in professional setting.
3. Participants appreciate values of others and recognize impact of their own cultural values on their work.

Students will spend overall six days in the country. They will have two tourist trips to the most prominent attractions in Beijing and the area and will be responsible for organizing their own entertainment activities in the evening as they wish. The curriculum includes three classes and four seminars. Classes focus in different elements of cultural values that cause the most confusion in professional communication. Seminars will focus on role plays and simulations where students will be able to practice their intercultural communication skills. Students will also visit three types of legal firms where they will be given a chance to ask relevant questions and observe Chinese legal office practice.

This part is conducted in cooperation with UIBE, which means that students will take these classes and seminars with Chinese students from UIBE who also take this course for credit.

Phase 3: Unpacking

Goals:

1. Participants will reflect on their experience.
2. Participants will deepen their knowledge in one particular aspect of lawyering practice in an intercultural setting.
3. Participants will develop strategies to transfer this knowledge into the workplace.

Objectives:

1. Participants understand how culture is present in legal practice and are able to describe it in writing.
2. Participants prepare a project that demonstrates these dimensions.

In this part participants will reflect on their experience and aspects of American culture that are reflected in legal practice. In the final meeting students will participate in a big role play, where they will practice skills acquired in pre-departure sessions and during their experience abroad. Case studies will present different challenges and aspects of cultural differences that

students will have to navigate using their knowledge, skills and abilities they gained in the course of the program. A 10-page reflection paper is due one week after course completion. Final projects are a requirement for all students in the *Legal Practice* course, however, students that had participated in study abroad program will have additional requirements. Usually, students are given freedom to choose the form in which they want to present their group project. Students normally opt for a presentation or a simulation that summarizes their experience and learning. Program participants will also prepare final project with several additional requirements:

1. Final project must reflect on their study abroad experience and include intercultural dimensions of legal practice.
2. Final project cannot assume that listeners are familiar with cultural values frameworks and needs to be properly referenced.

Appendix K gives a thorough overview of the program.

Staffing

In order to operate course and follow the proposed tracks, the program will require four involved parties: the faculty member, the Director of Graduate Admissions and Exchange Programs, the Graduate Admissions and Exchange Programs Intern and on-site liaison.

Faculty Professor

The faculty will be responsible for the delivery of the *Lawyering Process* class, assignment distribution, correction and feedback. The faculty member will lead both tracks on all stages. The faculty will serve as a professor and discussion facilitator during the on-campus phase. They will also be leading the group and group discussions while abroad, and facilitate the unpacking seminars.

Additional duties will include acting as a liaison on-site in China between the host community and students. This entails introducing on-site staff and faculty and facilitation students' transition into the foreign classroom. The faculty will also be an integral part of the marketing and recruiting efforts. Faculty will be chosen from those who will be teaching the *Lawyering Process* in the spring semester.

Director of Graduate Admissions and Exchange Programs

The director will be involved in the process on multiple frontiers. They will first become engaged in the process during the marketing stage and will then proceed to communicate with the students when they register for the second track. They will also serve as a liaison between the registrar and the faculty professor and submit the names and records of the students willing to participate in track 1 or track 2.

Later in the process, the director will provide advising services to students and participate in a block of pre-departure orientation where they will provide cultural background and basic health and safety information. The director will be responsible for keeping all the necessary documentation submitted by students, budgets, and contact information.

Intern

The intern's responsibility is to conduct seminars with track 1 participants and facilitate their meetings and scheduling process. The intern will receive training in basic lawyering processes and their connection with the culture. The intern will also be responsible for the reporting to the faculty professor.

The intern will have to have the qualifications required of them by the Office of Graduate Admissions and Exchange Programs which already include participation in the International

Education SIT Graduate Institute program and understanding of intercultural competency. The job description is presented in the Appendix L.

On-site Liaison

The on-site liaison is UConn Law's contact while the program is being planned and the guide and advisor once on site. They will identify potential risks and health concerns, advise students on appropriate behavior in emergency situations and provide general support of student activities office. They will also be responsible for logistics on-site, including transportation for academic and touristic purposes, meals and class scheduling. The job description is presented in Appendix M.

Program Marketing

The marketing of this program will rely on the target population needs and demand and will also be based of the resources available on campus. The target population for this marketing campaign is the students of the first year of study at UConn School of Law, day division (those enrolled at UConn Law full-time). The campaign will launch in the fall semester 2016 and will involve different forms of engagement, including panels, discussions, print materials, and social media content. Being a faculty-led program, the faculty involved in the realization of this program will serve as an advisor for students trying to make a decision whether to participate or not.

Having covered the attitudes and perception of study abroad in law school in the needs assessment section, we can make a conclusion that marketing of this program will have to attempt to transmit the following messages:

- International experience is important for your legal career regardless of whether you choose to work with international players or not.

- One's ability to communicate with different types of clients is highly valued in the current legal market.
- Practitioners with strong interpersonal skills are more successful and work more efficiently.
- Knowledge received in this course can be easily-transferrable.
- The course will provide its participants with solid academic grounding and rigorous work.

Appendix N presents the marketing strategy with the expected results and Appendix O illustrates additional marketing materials.

Logistics

The logistics for this program will include securing visas, transportation, and on-site accommodation. Current Chinese exchange students and students who have previously studied at UIBE will be invited to participate in pre-departure orientation to share their experience and wisdom about living at UIBE.

Visa

Students will be responsible for obtaining their own visas for the trip, however, sufficient information and guidance will be provided as soon as the numbers are certain and approved by the registrar. Participants will be receiving an email from the professor with all the necessary information about the steps students should take in order to obtain their visa. The application fee is \$140 for U.S citizens (Embassy of The People's Republic of China in the United States, 2015). It usually takes up to 5 days for the embassy to process the application and issue a visa. The closest consulate is located in New York and students may use agent services (no Power of Attorney needed) to submit their application if they are unable to travel to New York themselves.

Transportation

During the pre-departure orientation, students will be helped with the arrangement of their travel and logistical needs, such as airfare and in-country travel. Students are responsible for purchasing their return tickets as they seem fit. The requirement is that they arrive to China before 12pm, the 12th of March, 2017. Since the classes start the next day students are strongly recommended to arrive at least one day in advance to adjust to a different time zone.

Accommodation

Students will stay at the UIBE dorms that are located within walking distance from UIBE campus. Unfortunately, UIBE does not have mixed dorms that would allow students to stay with other Chinese students, so they will be staying in one of the International Student Building. There are three buildings designated to international students. Participants of this course will stay in Huide Apartment #0 that offers more facilities to ease participants' short-term transition into the new academic culture.

The building offers a total of 136 apartments. The following facilities are offered: a spacious sitting room, double-bed sleeping room, bathroom, kitchen and balcony and is furnished with air conditioner, TV, telephone, Wi-Fi. The building has a laundry and a coffee shop. The rent for long-term students is approximately between RMB 130 and 140 per day (USD 20 – 22). A deposit of RMB 2000 (USD 305) is required at check-in and will be refunded when students check out. Participants will be responsible for their own meals. The picture of the interior can be found in appendix P.

Health & Safety Plan

Students' health and safety is of primary importance to both UConn School of Law and UConn as a bigger entity. The University always supports students who travel internationally for

credit-bearing programs, internships, research, service learning and volunteer opportunities, conferences, registered student organization activities, student groups affiliated with academic departments, and other non-credit-bearing University programs. With its health and safety policies it strives to protect its students and ensure their awareness of potential risks involved in international travel.

In order to be eligible to participate in the programs, students will be required to go through the application and registration process similar that of any UConn student who wants to study abroad.

1. Students must register with the Office of Global Affairs: Education Abroad (OGA: EA).

The registration form can be accessed and submitted online. This form will allow the University to keep track of student mobility and ensure that helps is provided to those who require it.

2. Students will be automatically enrolled and covered by Cultural Insurance Services International (CISI) Health Insurance for the duration of their trips upon their completion of the UConn Global Affairs student travel registration form.
3. Students must register with the U.S. Department of State's Smart Travel Enrollment Program (STEP) at <http://travel.state.gov/content/passports/english/go/step>.
4. Students must acknowledge, via electronic signature, that they have researched and read any U.S. Department of State Travel Advisory for the destination country/countries.

The complete Student International Travel Policy required by the University can be found in Appendix Q. The Graduate and Exchange Program office will require students to fill out information sheets where they will provide such information as emergency contacts, their address and appropriate forms of communication.

The faculty traveling with the students will be made aware of the clinics and other health facilities available to students under the conditions of their medical insurance. Besides, the faculty will also have all the emergency contacts of the participants and mobile phone numbers that participants will be using on the trip.

The pre-departure segment will cover the majority of information necessary for the students to safely travel to the destination. The pre-departure seminar will cover the following topics - medical insurance, medical kit, alcohol and drugs in the host country, personal security, jet lag, nutrition and eating disorders, environmental health issues, sexuality and relationships. These topics were selected based on the perceived differences between two countries and particular needs of the program. Mental health is extremely important to the facilitators, because in order to perform at the best their abilities, students need to be able to take care of themselves in the nature of this fast-paced course.

Upon arrival students will be made aware of particular demands and regulations set by the host country. As all the students will be residing on campus, they will sign the code of conduct established by UIBE. Students will also be advised to review the section *General Health & Safety Recommendations* section of UConn Education Abroad website.

Crisis Management Plan

According to the U.S. Department of State Travel Warning/Alert website, there are no current warning or alerts in China. It is also described as a very safe country for U.S. citizens. All visitors are recommended to take routine precautions, pay attention in public places and report any concerns to the police. The local equivalent of “911” is “110”, however, very few English-speaking staff are available.

If the situation is to change and there is a travel warning or alert for China, but the University does not make the executive decision to terminate the program, students will sign the waiver application indicating their agreement to participate in the trip in spite of the warning (Appendix R).

The primary contact for students in case of a non-life-threatening emergency is the faculty accompanying the students. Students will be given the faculty's local phone number prior to departure. Additionally, students will receive a sheet with the names, phone numbers and emails of people in China that they can contact once there.

The student insurance will provide them with up to \$250,000 of medical benefits while abroad. It covers 100% for physician office visits, inpatient hospital services, and outpatient hospital and physician services. It also provides coverage for pre-existing conditions – up to \$10,000 at 100%. In addition, it covers accidental death and dismemberment up to \$10,000, repatriation of remains up to \$100,000, and medical evacuation up to \$100,000. Insurance information is presented in the Appendix S.

Budget

PROGRAM EXPENCES				
Expenses	Unit	#	Cost	Total
Staff				
Faculty	Course payment	1	\$6,000	\$6,000
Director of Exchange Programs	Hours	20	\$35	\$700
In-country administrator	Hours	30	\$25	\$750
Marketing				
Posters/flyers/booklets	Printed page	200	\$1	\$200
Panelists	Person	4	\$100	\$400
Faculty expenses				
Flights	Return ticket	1	\$1,200	\$1,200
Accommodation	Night	6	\$140	\$840
Visa	Visa	1	\$140	\$140
Cultural visit expenses	Visits	6	\$30	\$180
Meal expenses	1 dayX3 meals	6	\$100	\$600
Student Expenses				
Dorm room at UIBE	Night	6	\$140	\$840
Cultural visits	Visit	6	\$10	\$60
Insurance	Insurance	1	\$25	\$25
Other Expenses				
Medical Kit	Kit	1	\$50	
Total				\$11,935
Fixed Costs				\$7,475
Price per student				\$1,705.00

Budget Notes

Expenses:

1. Staff

Program expenses will include faculty's salary, payment for the program-related work of the Director of Graduate Admissions and Exchange programs and in-country administrator's assistance.

2. Marketing

Marketing will involve two main activities – panelists, who will receive a small gift each, and production of printed material. Heavy-duty printing will be done on the main campus to keep the cost low.

3. Faculty expenses.

All faculty expenses are covered with the program fees. The in-country transportation to cultural visits and company visits will be covered by UIBE. They will provide university shuttle bused for these purposes.

4. Student expenses

The program fees will include 6 night at UIBE dorm and 6 planned cultural visits. The in-country transportation to cultural visits and company visits will be covered by UIBE.

They will provide university shuttle bused for these purposes.

Revenue:

1. Participant fees will cover programs expenses completely.

Additional Expenses:

Students will be responsible for all the additional expenses, including meals, flights, and souvenirs. The flight cost is estimated at \$1,200 for one return ticket. Students can expect to spend around \$50 for souvenirs and between \$40 and \$100 for meals daily depending on their preference. If students plan to use public transportation in their free time, they will be responsible for purchasing their own tickets. Both bus and subway fare is approximately \$0.50 depending on the distance.

Evaluation Plan

A comprehensive plan for data collection and evaluation was developed to evaluate the program and student outcomes. The evaluation process was designed in such a way that it

reflects the needs of the participants and both participant and program goals and objectives that the program poses. The process includes both summative and formative forms of evaluation and implies decision oriented evaluation frameworks as described by Don E. Gardner (1994).

Week 2	Assess the needs of enrolled students <ul style="list-style-type: none"> • Questionnaire measuring existing skills and knowledge • Essay “Course Expectations”
Week 3-4	Evaluate the correlation between the needs and course components <ul style="list-style-type: none"> • The questionnaire results will be used to evaluate students’ backgrounds and tailor suggested readings and activities to their needs. • The essays will be used to evaluate marketing initiatives and course descriptions that are presented to students in order to ensure the right message that these initiatives are sending.
Week 6	Student self-assessment (pre-departure) <ul style="list-style-type: none"> • Students conduct self-assessment in order to use it in their future self-reflection as a starting point of reference. • Students write a learning plan for themselves to prioritize areas of development.
Week 7-8	Observations <ul style="list-style-type: none"> • Track 2: the professor and the on-site coordinator observe classes and activities to assess student learning, participation, and the process. • Track 1: the intern and the director of graduate admissions and exchange programs observe student meetings to assess students learning, participation, and the process. • Reports are submitted from both tracks for future evaluation.
Week 9-10	Student self-assessment (on return) <ul style="list-style-type: none"> • Students will participate in classes where they will discuss their learnings and assess their skills and knowledge once again and compare them with the pre-departure assessment.
Week 11-12	Final Project presentations <ul style="list-style-type: none"> • Students will present their final projects in groups. This project will be measured according to the student goals and objectives set by the course. Student final papers <ul style="list-style-type: none"> • In their final papers students will reflect on their learnings and participation in the course and will submit a written assignment to their professor. Student course assessment

**Summer
intersession**

Final evaluation

- Students will submit a standard course assessment form.
- Evaluation of all the components – budget, curriculum, program outcomes and student outcomes.

In order to evaluate the course fully, the process will rely on several criteria. These criteria are intended to ensure quality and foster the systematic pursuit of improvement in the quality of legal education that satisfies the needs and demands of different stakeholders in a dynamic and competitive environment (Diamond, 2008).

Student Development

- Students successfully completed the course.
- Students differentiate between elements of cultural values and assess their impact on professional communication.
- Students reflect on the impact their cultural identity and cultural values have on their professional communication.
- Students navigate different communication styles and are able to choose appropriate communication techniques based on cultural values.
- Students demonstrate personal intelligence that includes sensitivity to the feelings of others and ability to evaluate one's behavior critically.
- Students utilize the skills in various scenarios with different cultures.

Program Development

- Detailed educational objectives are published and available to the students.
- The course is reviewed and consistent with the student needs assessment.
- The program content is consistent with the objectives and serves as a tool for students to reach the goals and objectives.

- The evaluation is performed and the results are used to improve the program outcomes.

CONCLUSION

Internationalization in legal education is immensely important. In order to create a more inclusive, tolerant, and fair society, modern lawyers need to be able to navigate current political and social circumstances with ease. In the U.S where ethnic diversity is on the rise, intercultural competence is if not required, then expected from professionals in various fields, especially legal services. Be it corporate setting or more social justice type of work, it is expected of legal professionals to ‘get along’ with their clients and provide the best kind of service. However, internationalization is not actively implemented in law schools.

This program aims to fill this gap at UConn School of Law; however, it is understandable that one embedded study abroad program will not solve the problem of lack of courses aiming to develop intercultural competence. A lot more work needs to be done in order to claim a campus with truly internationalized curriculum. First and foremost, students need to be shown how being culturally aware is important practically and how it is applicable to their future career paths. The school can utilize their international students’ experience and knowledge more and continue to diversify course content and expand embedded course offerings.

There are certainly aspects of this program that would make this program hard to realize. One of them is the issue of multiple groups of the *Lawyering Process* course. Since it is the mandatory course for the first year law students, there are several sections with different professors that happen at different times on different days. This can create scheduling issues for the pre-departure and unpacking segments of the program. Besides, although professors normally follow the same curriculum, there still can be differences in the cases sections analyze or the amount of material they need to cover. If the program is to be open to students of all sections, it is important to strive for uniformity of the curriculum and ensure that all students have access to

the training that develops skills equally. This would involve the collaboration of the professors teaching the course and might lead to certain curricular and academic freedom issues.

Another aspect that plays into the decision-making process for students is the price. Additional expenses are very hard on graduate students and students in professional schools and need to have clear and visible value for their future career. Therefore, to secure the success of this program, faculty have to be one of the major influences on students to demonstrate all the benefits this course will bring to its participants.

Despite the anticipated difficulties that this program might entail, it is very important to the internationalization efforts of UConn Law School. As it has been noted multiple times previously, there is a lack of desire to study abroad among law students; however there is a need for them to be prepared to work in internationalized setting. This course will start a great effort of internationalization at home at UConn Law. It will encourage those who participated in the program to implement their knowledge in the remaining two years of their studies and continue spreading intercultural awareness on campus. It is because this program is suggested to take place so early in the course of study that university administration will be able to build on efforts of internationalization at home by using the experience of the participants and working towards a more internationalized curriculum and outlook.

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Alexandria, VA: Association for Supervision and Curriculum Development.

APPENDICES

Appendix A

UCONN SCHOOL OF LAW STUDY ABROAD QUESTIONNAIRE

1) What year are you in Law School?

- ☐ 1LD
- ☐ 2LD
- ☐ 3LD
- ☐ 1LE
- ☐ 2LE
- ☐ 3LE
- ☐ 4LE

2) Did you study abroad prior to law school?

- ☐ Yes
- ☐ No

3) If yes, how would you describe your experience?

- ☐ Positive
- ☐ Negative
- ☐ Neutral
- ☐ Other

4) Have you studied abroad in law school?

- ☐ Yes
- ☐ No

5) Are you considering studying abroad in law school?

- ☐ Yes
- ☐ No

6) If you haven't studied abroad in law school and if you do not intend to, please indicate below what are the biggest deterrents for you personally? (Please, limit your answer to four items)

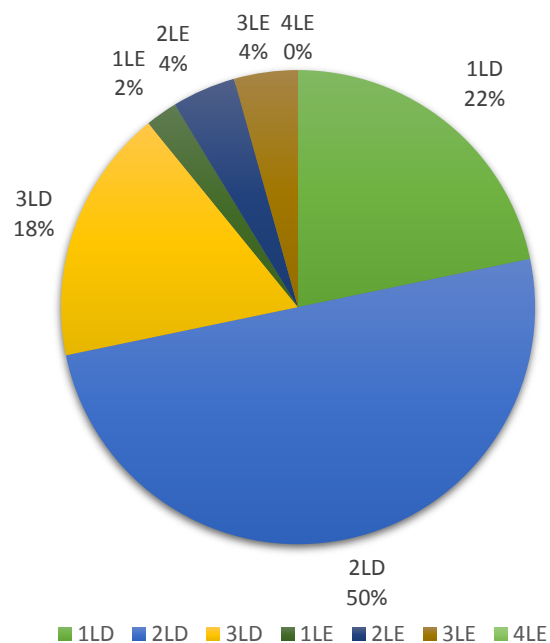
- ☐ I'm unable to leave the country for personal reasons.
- ☐ I don't feel safe studying abroad because of my status in a protected class.
- ☐ I don't think I could afford to study abroad.
- ☐ I don't find study abroad useful or practical for my future career.

- I am not aware of what the options are for law students.
- I don't think it is a worthy investment.
- I don't speak another language.
- I think a semester or year is too long.
- I am only interested in short-term or summer study abroad programs.
- The programs available do not fit my personal interests in terms of location.
- I only think it's useful for people planning to work in international law.
- Other (please share).

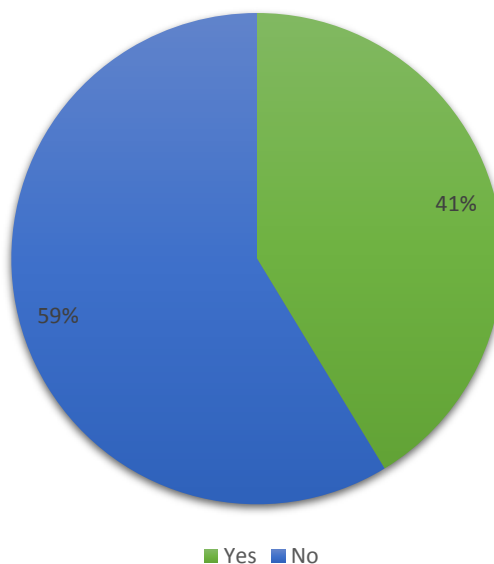
7) Please share any comments on your perception of the relevance of study abroad in law school education.

UConn SCHOOL OF LAW STUDY ABROAD QUESTIONNAIRE RESULTS

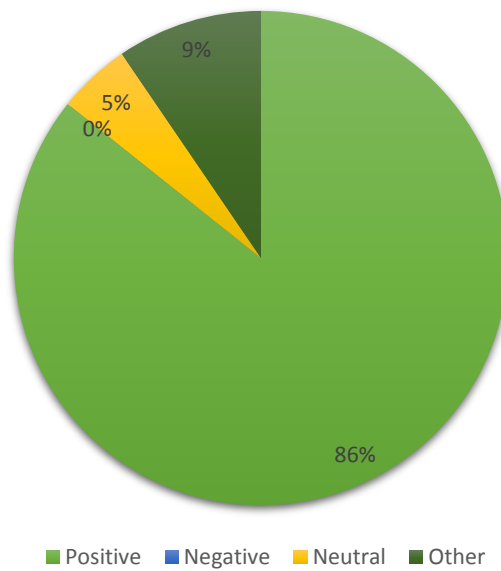
1) What year are you in Law School?



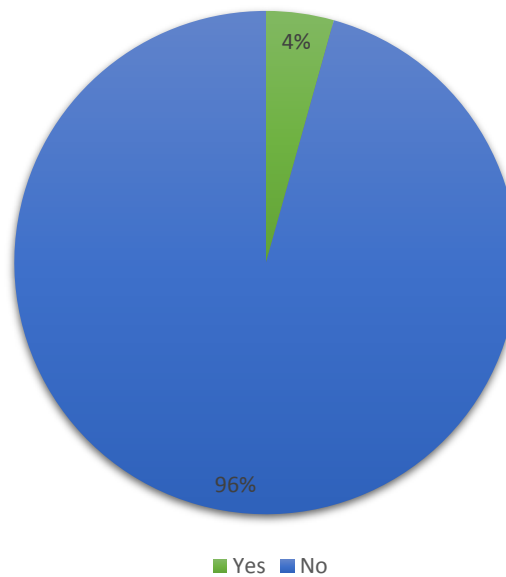
2) Did you study abroad prior to law school?



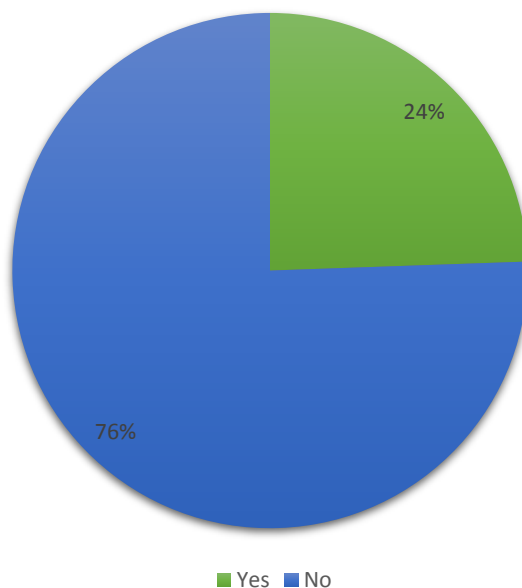
3) If yes, how would you describe your experience?



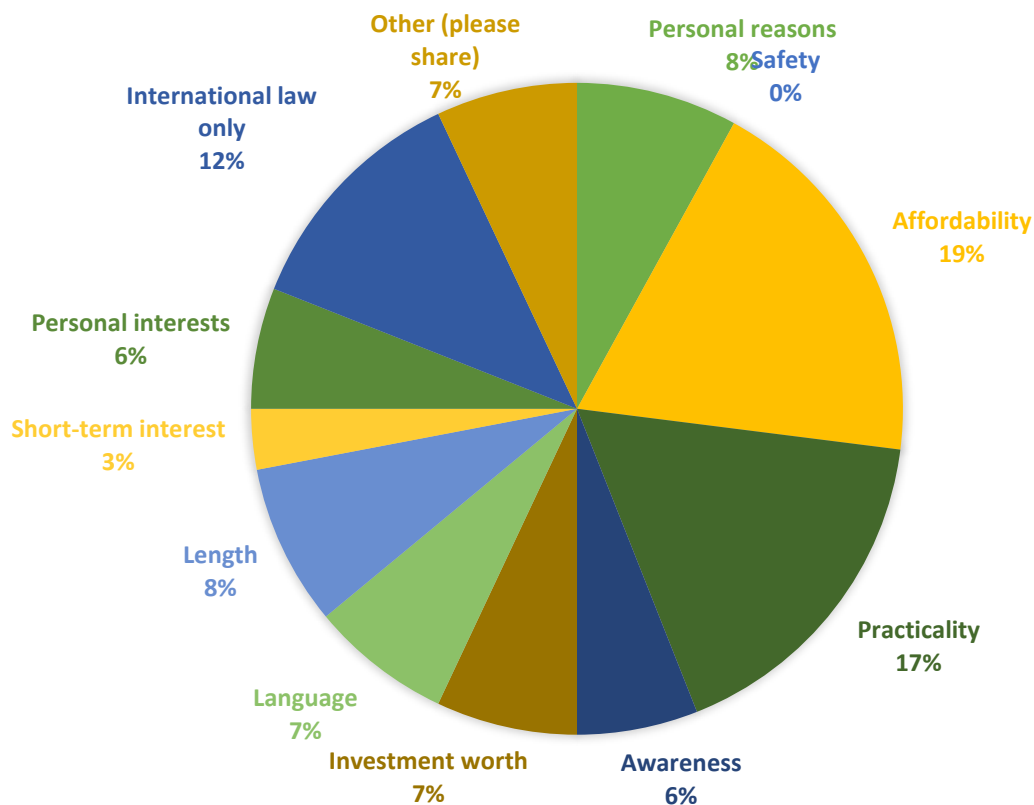
4) Have you studied abroad in law school?



5) Are you considering studying abroad in law school?



6) If you haven't studied abroad in law school and if you do not intend to, please indicate below what are the biggest deterrents for you personally? (Please, limit your answer to four items)



Comments:

1. On campus things require multiyear dedication + they make it seem like second year is key for internships and 3rd for applying, they make it sound like without those jobs/connections finding permanent placement will be harder.
2. Too many classes I want/need to take at the law school campus. Would love to study abroad again but just not practical.
3. Programs appear limited in interest area to international law, public policy. What about health related programs, or international business, or family/marriage law, immigration and asylum?
4. My wife is working here.
5. If I had unlimited finances, I would study abroad in law school without a doubt.
6. I have a day job.
7. Worried I won't get practical law experience I'll need for bar exam.

7) Please share any comments on your perception of the relevance of study abroad in law school education.

1. It wasn't clear that studying abroad wouldn't harm my chances at a job upon, or soon after, graduation. It seemed that there were so many law school requirements or activities that I would miss out on and I felt unconvinced that I would gain something meaningful in lieu of developing a personal network or doing the average law student activities.
2. In college, it felt partially fun/ was more for the culture than academic experience (I didn't learn a lot in the classes I took having substantial content, though they were fun)- I feel like there (sadly) is not space allotted in law school culture for exploration of important human context outside of black letter law; feels like being put at a disadvantage for job hunting- would help if the career center encouraged it rather than just it being an option.
3. I have a husband and two kids. Study abroad isn't an option. I don't think I would seriously consider it if it were.
4. Law school is for serious pursuits, and study abroad is mostly a cutesy thing some people do as undergrads. If this program gets funding, that funding should be reassigned to a law school program with more participants.
5. I am still considering studying abroad, and my biggest deterrent is the cost of housing abroad, on top of still paying rent in CT because of my lease.

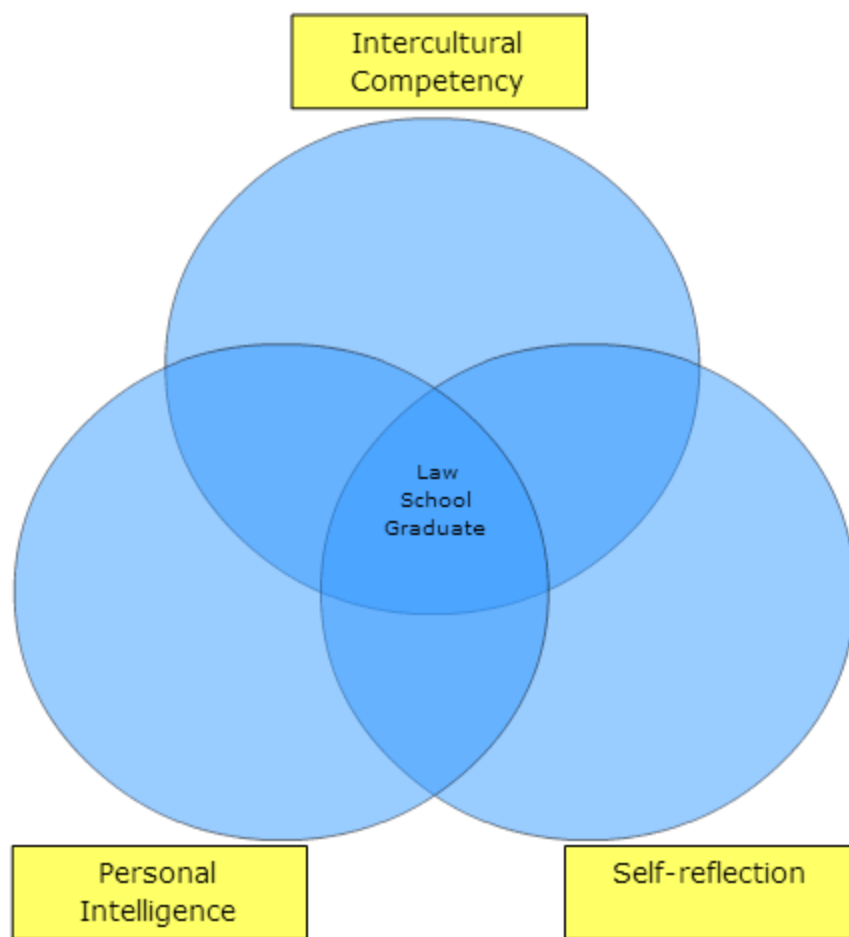
6. In law school, we only get 4 semesters to take the classes we want/need and get the experience we need. It also seems that something significant happens every semester that it's really harmful to not be on campus. OCIs, or Journal Commitments, Etc. Or, for example, you can't get into a clinic until you're senior enough because the way registration works so students feel they should be here and that experience is more valuable for their future careers. Study abroad (with the exception of those who want to practice international law) seems to be more for fun than practicality and with only four semesters, I just don't want to give up that time away from campus. Additionally, I think it just feels like a bad time in the world right now and students are hesitant to go abroad when there's so much unrest. Even places that were traditionally thought of as safe, like Paris, now seem scary to visit. I think it's just a very volatile time right now for world travel.
7. I am planning on going into criminal law, specifically as a prosecutor, and do not think it would help me get a job in that field here in the US.
8. I think an international perspective is relevant/applicable to the study of nearly every aspect of law. I think everyone who can afford it should take advantage and go.

COMPETITOR ANALYSIS

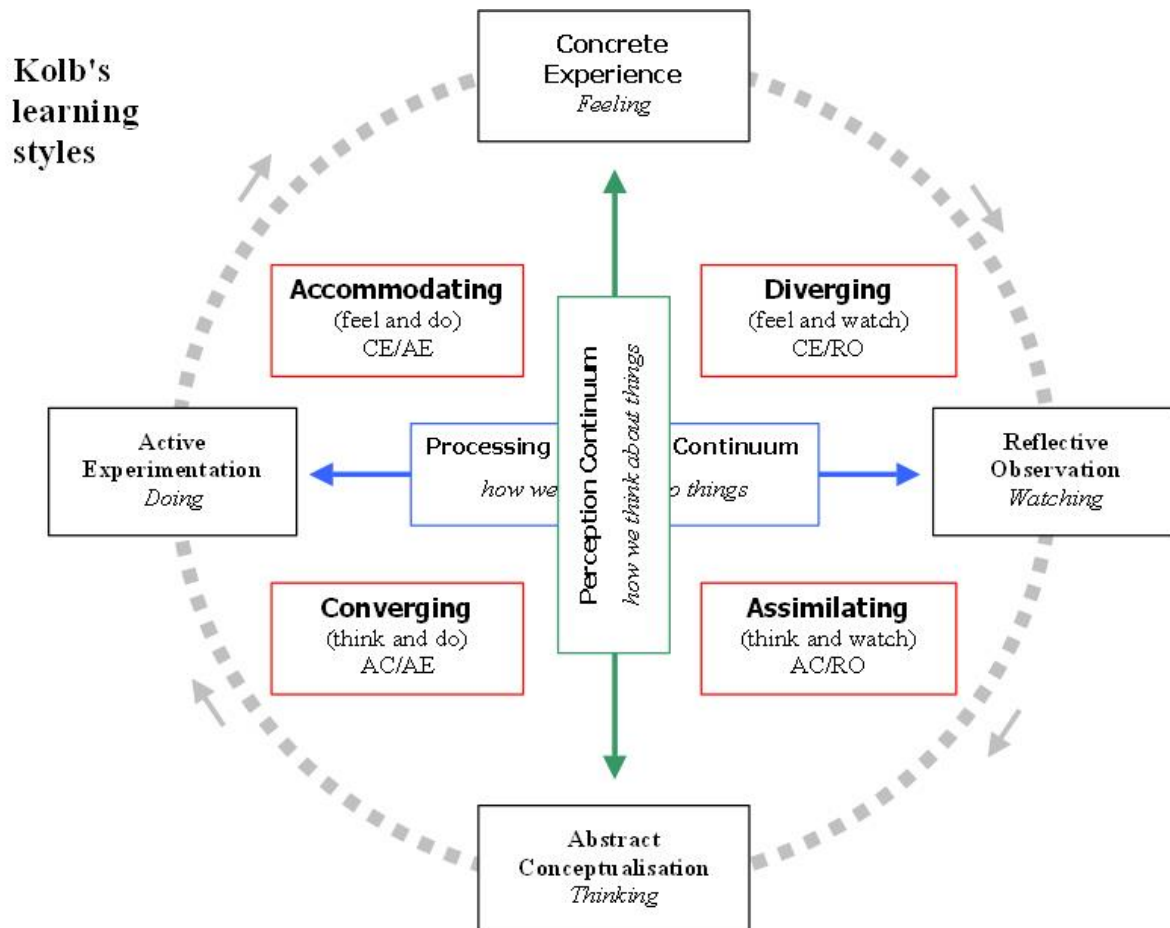
Short-term programs

Rank	School Name	Winter study abroad	Summer study abroad	Embedded short-term study abroad
RNP	Western New England University School of Law	-Israel winter intersession; 2 credits, P/F; Faculty-led	-	-
#122	Vermont Law School	-	-Offered through other ABA-approved law schools	-European Union Law in Italy, 1 credit, fall/spring break -Comparative Law, Spain, 2 credits, fall break
RNP	New England Law Boston	-	5 summer programs in Ireland, England, Malta, Czech Republic, and Chile, 2-3 credits	-
#87	Northeastern University School of Law	-Individually designed co-ops (practicum placements) that can take place anywhere throughout the U.S. or abroad		-
#26	Boston University School of Law	-	-	-
#34	Boston College Law School	-	-	-
#12	Northwestern School of Law	-	-	-ITP Comparative Law Course; -Country is chosen by students based on their choice of topic and country; -8-10 credits;
#63	UConn School of Law	- University of Puerto Rico, Spanish language requirement	-	-

ASPECTS OF LAW STUDENT DEVELOPMENT

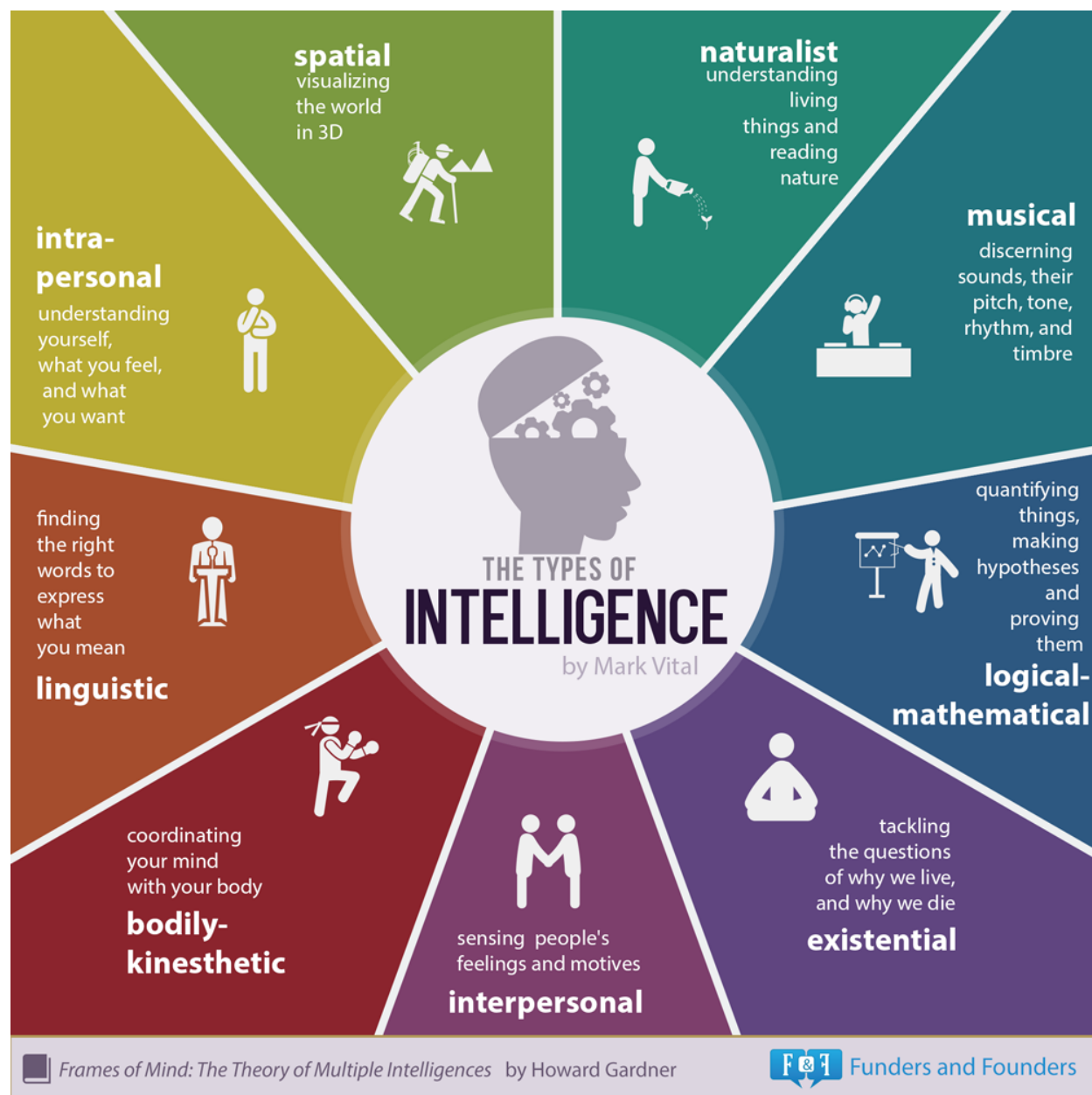


KOLB'S EXPERIENTIAL LEARNING CYCLE AND STYLES



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THEORY OF MULTIPLE INTELLIGENCES BY HOWARD GARDNER



Appendix G

SUMMARY OF CULTURAL VALUES FRAMEWORKS

Kluckhohn and Strodtbeck (1961)	Hofstede (1980, 1991, 2001)	Trompenaars and Hampden-Turner (1998)	Schwartz (1994)	House et al. (1999, 2004)	Hall (1990)
Relationships: individualistic vs. groups	Individualism/collectivism	Individualism vs communities	Embeddedness	Collectivism I and II	Association
Relationships: hierarchy	Power distance	Achievement vs ascription	Hierarchy	Power distance	
Activity orientation	Uncertainty avoidance	Universalism vs particularism		Uncertainty avoidance	Defense
	Masculinity/femininity			Gender egalitarianism	Bisexuality
Time orientation	Long-term orientation	Attitudes towards time		Future orientation	Temporality
Relation to nature: subjugation and domination		Internal vs external control	Mastery harmony		Exploitation
			Egalitarianism	Humane orientation	Play
Human nature: good, evil, or mixed		Neutral vs affective	Affective autonomy	Performance orientation	Learning
			Intellectual autonomy	Assertiveness	Subsistence
		Specific vs diffuse			Interaction and territoriality

THE 3C MODEL FOR CROSS CULTURAL COMPETENCE

Interpersonal Skills	Team Effectiveness	Cultural Uncertainty	Cultural Empathy
<ul style="list-style-type: none"> • Ability to acknowledge differences in communication and interaction styles; • Ability to deal with misunderstandings; • Comfort when communicating with foreign nationals; • Awareness of your own cultural conditioning; • Basic knowledge about the country, culture, and the language of team members. 	<ul style="list-style-type: none"> • Ability to understand and define team goals, roles, and norms; • Ability to give and receive constructive feedback; • Ability to discuss and solve problems; • Ability to deal with conflict situations; • Ability to display respect for other team members; • Participatory leadership style; • Ability to work cooperatively with others. 	<ul style="list-style-type: none"> • Ability to deal with cultural uncertainty; • Ability to display patience; • Tolerance of ambiguity and uncertainty due to cultural differences; • Openness to cultural differences; • Willingness to accept change and risk; • Ability to exercise flexibility. 	<ul style="list-style-type: none"> • Ability to see and understand the world from others' cultural perspectives; • Exhibiting a spirit of inquiry about other cultures, values, beliefs, and communication patterns; • Ability to appreciate dissimilar working styles; • Ability to accept different ways of doing things Non-judgmental stance toward the ways things are done in other cultures.

LAWYERING PROCESS: REGULAR CURRICULUM

January 31st Tuesday	CLASS - Introduction to the course; Collaborative Lawyering; Interviewing – Introduction, Questioning Techniques, Listening Skills; Starting and Ending an Interview
February 2nd Thursday	EXERCISE – Interviewing
February 7th Tuesday	CLASS – Interviewing – Client Challenges, Theory Development; Multicultural Lawyering
February 9th Thursday	EXERCISE – Interviewing
February 14th Tuesday	CLASS – Counseling – Introduction, Reprise on Collaborative Lawyering, Clarifying Objectives, Explaining Law, Identifying Alternatives and Consequences, Cultural Value Frameworks
February 16st Thursday	EXERCISE – Counseling
February 21rd Tuesday	CLASS – Counseling – Decision Making; Difficult Issues; Pre-negotiation Counseling; Leadership & Empowerment
February 23th Thursday	EXERCISE – Counseling
February 28nd Tuesday	CLASS – Negotiating – Styles, Strategies, Tactics, Language awareness;
March 2th Thursday	EXERCISE – Negotiating
March 7th Tuesday	CLASS – Negotiating – Ethical Issues & Cross-border ethics; Settlement; Negotiating Plans
March 9th Thursday	EXERCISE – Negotiating
<i>SPRING BREAK/Track 1/Track 2</i>	
March 21^h Tuesday	CLASS – Introduction to Transactional Lawyering; Selecting a Business form with your client
March 23th Thursday	EXERCISE – Meet with your client to interview and counsel
March 28th Tuesday	CLASS – Contract Drafting: Language Issues
March 30th Thursday	CLASS –Contract Drafting
April 4th Tuesday	CLASS – Transferring Assets in a Business Transaction
April 6th Thursday	EXERCISE – Meet with your client to interview and counsel
April 11th Tuesday	CLASS – Transferring real estate and intellectual property

April 13th Thursday	EXERCISE - Meet with your client to interview and counsel
April 18th Tuesday	EXERCISE – Meet with your opposite lawyers to negotiate followed by meeting with your client to interview and counsel
April 20th Thursday	Final project presentations
April 25th Tuesday	Final project presentations

DELIVERY TIMELINE FOR 2016-2017

Spring - Summer 2016

- Submit budget request, program proposal and assessment and evaluation plan to the Director of Graduate and Exchange Programs.
- Receive program and budget approval.
- Conduct meetings and design a marketing plan with the Marketing Director.

Fall 2016

- Start marketing of the program.
- Have individual sessions with the students in order to advise them on the program enrollment.
- Train the intern from the International Office.
- Set up a webpage for the program.
- Student recruitment and advising.

January - February 2017

- Regular classes are conducted.

March 2017

- Track 1 and Track 2 students meet for their pre-departure seminars and classes on a weekly basis.
- Pre-departure orientation is conducted for Track 2 students.
- Track 2 students depart.
- Track 1 students design their group work timeline.
- Off-campus phase for track 2 students begins.

April 2017

- Regular classes continue.
- Track 1 and Track 2 students have their additional classes and meetings.
- Students work on preparation for their final project.
- Students submit their reflection papers.

May 2017

- Students present their projects.
- Students submit their final evaluation.
- Assessment is conducted with students, faculty, and other stakeholders and the committee makes a decision about the future of the program.

CURRICULUM

Phase 1: Pre-departure		
Feb 27 th – Mar 3 rd	<ul style="list-style-type: none"> - Cultural values framework training: how cultures differ and how these differences manifest themselves in the setting of legal environment - Presentation by Chinese students – basics of Chinese legal practice and cultural differences 	1 class of 120 minutes – date and time determined based on the schedule.
Mar 6 th – Mar 10 th	<ul style="list-style-type: none"> - Students prepare for travel. Workshop on successful adaptation for short-term courses. 	1 class of 90 minutes - date and time determined based on the schedule.
Phase 2: Study Abroad		
March 11 th (Sat)	Departure from U.S.	Students must plan to arrive to the dorm before 7pm.
March 12 th (Sun)	<ul style="list-style-type: none"> - Team building activities with the participants and Chinese students taking part in the course. - Cultural visits: Forbidden City, Tiananmen Square 	8:00-9:30 – breakfast with Chinese students (provided by UIBE) 10:00-11:30 – Team building 11:30-14:00 – Shopping trip, lunch 14:00-18:00 – Cultural visits 18:00-19:30 – Dinner Free time after dinner. Students are offered options for entertainment activities in the evening. Staying out late is not recommended.
March 13 th (Mon)	<ul style="list-style-type: none"> - Students participate in a legal profession class with Chinese first-years students. - Class I – <i>Individualism & collectivism and power distance in interviewing and counseling.</i> 	9:30 – 12:00 – Class visit 12:00-2:00 – Lunch 2:00-5:00 – Class I
March 14 th (Tue)	<ul style="list-style-type: none"> - Class II – <i>Masculinity, femininity, gender and autonomy and their implications in legal process.</i> - Seminar I – <i>Case study & role play – effective strategies.</i> 	9:30 – 12:00 – Class II 12:00-2:00 – Lunch 2:00-5:00 – Seminar I
March 15 th (Wed)	<ul style="list-style-type: none"> - Site Visit: Students get divided into three groups and visit three legal companies in Beijing – insurance, legal clinic and attorney office. 	9:00 – 12:00 – Site Visit 12:00-2:00 – Lunch 2:00-5:00 – Seminar II

	- Seminar II – <i>Legal practices in different cultures, corporate and office culture – respecting culture of your colleagues.</i>	
March 16 th (Thu)	- Class III – <i>Time Orientation and uncertainty avoidance.</i> - Seminar III - <i>Stereotypes and cultural values – what is the difference?</i>	9:30 – 12:00 – Class III 12:00-2:00 – Lunch 2:00-5:00 – Seminar III
March 17 th (Fri)	- Cultural Visits: Temple of Heaven, walk around the city. - Seminar IV – <i>How to make this transferable knowledge.</i> <i>Examination of case studies from other cultures.</i>	9:00 – 12:00 – Cultural Visit 12:00-2:00 – Lunch 2:00-5:00 – Seminar IV
March 18 th (Sat)	Departure from China	Students are expected to vacate the dorm before 1am.
Phase 3: Unpacking		
March 20 th – March 24 th	Students will discuss their experience and reflect on how it changes their perception of culture in the legal practice. Students will work in groups on their final project.	1 class of 90 minutes - date and time determined based on the schedule
March 27 th – March 31 st	Students will divide into groups and go through simulation where they will practice interviewing, counseling and negotiation.	1 class of 120 minutes – date and time determined based on the schedule
Final Presentations		
April 20 th & April 27 th	Students present their final projects – a group presentation that will demonstrate their learning.	Each class runs from 9:00 to 12:00.

INTERN JOB DESCRIPTION

DESCRIPTION

University of Connecticut School of Law Practicum

The University of Connecticut School of Law has a practicum position open exclusively to students from SIT Graduate Institute. UConn Law School is located in Hartford, Connecticut and offers a unique opportunity to work with both incoming international exchange and master's degree students and U.S. students studying abroad. The Graduate and International Programs office welcomes applications for a six-month, full-time practicum. This practicum is unpaid, but offers opportunity for independent projects and learning in the area of international education. The starting date for this position is flexible.

Responsibilities include, but are not limited to:

- Assisting in revising and creation of brochures and website content
- Manage online presence and social network sites
- Helping to coordinate orientation for international students
- Pre-departure meetings with global exchange participants
- Raising campus awareness and marketing of the global education programs
- Conduct web and other research on potential new exchange partnerships
- Reviewing existing systems for more effective student services
- Production work for alumni newsletter, interest in writing and editing
- Event planning and coordinator for international students

Required Skills:

- One year of course work at SIT Graduate Institute completed successfully
- Experience living or working in another country
- Foreign language experience a plus
- Demonstrated interest in inbound and outbound exchange
- Demonstrated interest and expertise in working directly with students
- Knowledge of Microsoft word and PowerPoint
- Experience with web design software
- Familiarity of social networking sites (Facebook, Twitter, etc.) for professional and business purposes

Interested students should send a cover letter, resume, and list of three references to Carrie Field, Director of Graduate and Exchange Programs, at carrianna.field@uconn.edu and copy lawexchange@uconn.edu.

ON-SITE LIASON JOB DESCRIPTION

Summary

The University of Connecticut School of Law seeks an on-site liaison for its joint program with UIBE. There are no definite dates of employment. This person will be responsible for helping on organization of the program and will be paid for 30 hours of work.

Responsibilities:

- Advise American students on health issues, provide cultural counseling if necessary.
- Manage and approve room reservations.
- Oversee schedule of the program.
- Support routine administrative processes (ordering and receiving materials, internal request forms, reimbursement).
- Assist with college related events which may include duties such as arranging catering, preparation of event materials, travel itineraries, transportation needs.
- There may be additional duties assigned as it relates to this position.

Qualifications:

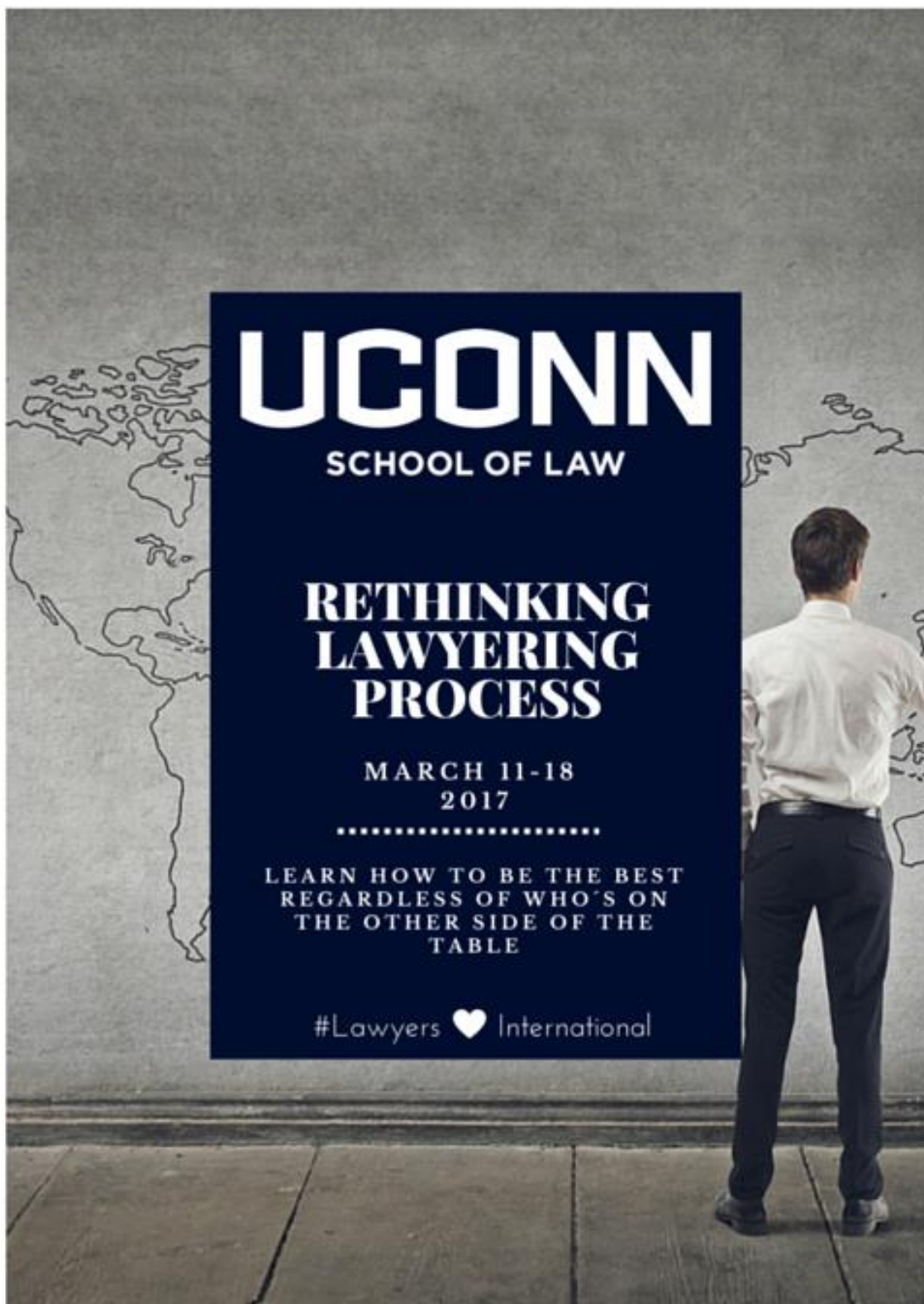
- Must be currently employed with UIBE.

Send a cover letter and a resume to Carrie Field, Director of Graduate and Exchange Programs, at carrianna.field@uconn.edu and copy lawexchange@uconn.edu.

MARKETING STRATEGY

Marketing Activity	Time frame	Purpose	Outcome
<i>Launch of the website page for the two tracks</i>	September 2016	to provide prospective participants with adequate information and have reasonable expectation management	Students have access to the page whenever they check the course selection on the website and choose to see the description of <i>Lawyering Process</i> course.
<i>Distribution of the printed materials:</i> <ul style="list-style-type: none"> • Posters • Flyers • Booklets 	November 2016-February 2017	to recruit students and provide detailed information on the course activities and benefits	Physical copies of printed materials are distributed throughout the campus; students can familiarize themselves with the course requirements and schedule beforehand.
<i>Participation in the Study Abroad table initiative</i>	November 2016	to inform students more on details and to create personal connection; to recruit students	Students are able to connect with the course leaders and ask questions about the study abroad component.
<i>Panel on importance of international knowledge in the legal practice</i>	November 2017	to demonstrate benefits and importance of the course	Students are able to see practical application of intercultural competence and ask questions.
<i>Producing a video which will include footage from the trip and students' comments upon arrival</i>	March – May 2017	To use for future marketing campaigns	Video is published on Youtube and the official website.

MARKETING MATERIAL EXAMPLE



HUIDE APARTMENT #0



STUDENT INTERNATIONAL TRAVEL POLICY

REASON FOR POLICY

Global engagement is one of the four core values of the University of Connecticut, as presented in the University's 2014 strategic planning document *Creating Our Future: UCONN's Path to Excellence*. The University has long supported students as they travel internationally for credit-bearing Education Abroad programs, internships, research, service learning and volunteer opportunities, conferences, registered student organization activities, student groups affiliated with academic departments, and other non-credit-bearing University programs. The purpose of this policy is to facilitate the following objectives:

1. Ensuring student access to information essential to their travel abroad.
2. Assessment of any potential risks and appropriate actions to reduce those risks.
3. University awareness of when and where students are taking advantage of these Education Abroad and related opportunities.

APPLIES TO

This policy applies to all undergraduate and graduate students at the Storrs and regional campuses including the Law School traveling internationally for university-sponsored or university-related purposes. University-sponsored or university-related purposes include credit-bearing Education Abroad programs, internships, research, service learning and volunteer opportunities, conferences, registered student organization activities, student groups affiliated with academic departments, and other non-credit-bearing University programs. This includes the following:

- Any travel in connection with activities for which academic credit is sought, including programs operated through UConn's Office of Global Affairs: Education Abroad (OGA:EA), travel as part of a formal academic program or course of study, internship credit, and travel for independent study credit (including retroactive requests for academic credit).
- Any travel for purposes of performance, sporting events, service learning, conferences, meetings, professional development or volunteerism organized by a UConn registered student organization or student group affiliated with an academic department of the University.
- Any travel for which funding is sought through a University-administered account or a student government-administered account within UConn.

- Any travel that requires travel approval through UConn Travel Services and/or that requires international health insurance through the University-contracted insurance plan.

This policy does not include student travel through a program that is administered by another organization that has not been vetted and approved by OGA:EA or does not have a formal agreement or exchange program with UConn.

This policy does not apply to students who make the personal decision to travel internationally on a program not affiliated with the University and use their own funds, or other non-University funds, to support this travel. That is personal travel. This policy does not apply to personal travel. Personal travel includes additional independent travel before or after travel for university-sponsored or university-related purposes that is not part of the official university-sponsored or university-related itinerary. University-sponsored international health insurance does not cover personal travel.

This policy does not apply to students of the University of Connecticut Health Center.

POLICY STATEMENT

Any student who travels internationally for university-sponsored or university-related purposes, as defined above, is required to register with the Office of Global Affairs: Education Abroad (OGA:EA).

Registration with the Office of Global Affairs: Education Abroad (OGA:EA)

Specifically, any student who travels internationally for university-sponsored or university-related purposes is required to:

- a. University Registration. Register with the OGA:EA;
- b. Health Insurance. Through the OGA:EA, register for University-contracted (or other suitable) international health insurance coverage;
- c. Itinerary and Contacts. Submit up-to-date itinerary information to the OGA:EA, including personal and emergency contact information (both U.S. and international), host program/entity contact information (as appropriate), travel itineraries and international accommodations;
- d. Updated Itinerary Upon Changes. Promptly provide updated travel itineraries and accommodations to OGA:EA as they develop, especially if/as these change during the course of travel;
- e. Contract Requirements. Read and sign any appropriate contract documents (e.g. the Education Abroad Student Contract) that pertain to the Education Abroad program in which the student is participating;
- f. State Department Registration. Register with the U.S. Department of State's Smart Traveler Enrollment Program (STEP), <http://travel.state.gov/content/passports/english/go/step.html>; and

g. State Department Acknowledgement. Acknowledge, via electronic signature, having researched and read any U.S. Department of State Travel Advisory for the destination country/countries. If the destination country/countries has a travel warning or travel alert and the University has reviewed and granted permission for the student to participate in accordance with the Policy for Education Abroad and Related Activities in Sites with a U.S. Department of State Travel Warning/Travel Alert, the student is required to review and sign the University's Informed Consent and Release of Liability for Travel Abroad to a Travel Warning/Travel Alert Country in accordance with that applicable policy.

Conduct while Traveling for University-Sponsored or University-Related Purposes

While away from campus, students are required to honor the University's Responsibilities of Community Life: The Student Code, as well as any appropriate contract documents (e.g. the Education Abroad Student Contract) that pertain to the UConn international program in which they are participating. Students must further adhere to the codes of conduct established by faculty directors, hosting entities/institutions, and/or professional practice applicable to the UConn international program in which they are participating. Students traveling internationally are subject to all local laws and to discipline under The Student Code.

ENFORCEMENT

Violations of this policy may result in disciplinary measures in accordance with the University of Connecticut Responsibilities of Community Life: The Student Code.

The University reserves the right to deny academic credit, funding or reimbursement for any student international travel that is inconsistent with published policies and practices.

Related Policy

See also: Policy for Education Abroad and Related Activities in Sites with a U.S. Department of State Travel Warning/Travel Alert

Policy History

Adopted: July 23, 2015 [Approved by the President's Cabinet]

WAIVER APPLICATION
for Education and Activities Abroad Programs in Countries with
U.S. Department of State Travel Warnings/Travel Alerts

To be completed by the Program Director responsible for the planning and implementation of an Education and Activities Abroad program or travel opportunity.

SAFETY & SECURITY ASSESSMENT

Please attach a statement answering the following items:

1. The U.S. State Department website lists country-specific Travel Warnings and Travel Alerts for U.S. citizens. <http://travel.state.gov/content/passports/english/alertswarnings.html>. Please summarize (do not copy/paste) the current U.S. State Department Travel Warning/Travel Alert for your location.
2. Describe in detail your level of familiarity with the proposed international location.
3. With the travel warning/travel alert in mind, please identify the appropriate security rating, as you see it, based on what the program purports to do and where.

Insignificant Low Medium High Extreme

4. With regard to the current U.S. Department of State Travel Warning/Travel Alert and the safety and security assessment of the proposed location, identify what risks UConn participants might encounter while traveling to and from and/or while located at the proposed site. Please specifically address the proposed housing, the site(s) where participants will work/study, and transportation between these locations.
5. What specific steps will you (or the host institution) take to mitigate these risks?
6. What is your emergency plan (or that of the host institution) as it relates to natural disasters, civil/political unrest, and medical emergency related to accident or injury? Please be as specific and detailed as possible.
7. How will you inform participants of the risks involved with travel to the proposed location? What information will you provide, and how will you educate participants on mitigating risk?
8. Why should the university approve this Waiver to have a program in a country where there is a travel warning/travel alert?
9. Provide a complete itinerary of your travel, including all departure/arrival dates, airline flight numbers and connections, locations, addresses and modes of transportation.
10. For any program (whether Education Abroad or other) that will be operated in conjunction with the efforts of another organization or institution in the host country, please describe the services that the partner organization or institution will provide.

Program and Director Details

Name: _____ Title: _____ Department: _____

E-Mail: _____ Phone: _____

Running Head: Rethinking Lawyering Process

Program Title: _____ Dates of (Proposed) Program: _____

Location (country/cities – *be specific*): _____

Phone number(s) where Director can be reached internationally: _____

Local Partner Program Contact

Please provide a local contact for OGA:EA to work with in the event of a crisis in the program country:

Name & Title: _____ Organization/Institution: _____

Phone Numbers (cell/work/home): _____ Email: _____

Secondary Contact Person: _____

Phone: _____ Email: _____

Required Signatures

Program Director Proposing Program

Name: _____

Signature: _____

Date: _____

Associated UConn Department Head or representative of the Division of Student Affairs

Name: _____

Signature: _____

Date: _____

Dean

Name: _____

Signature: _____

Date: _____

Director of OGA:EA

Name: _____

Signature: _____

Date: _____

Vice-Provost

Name: _____

Signature: _____

Date: _____

Appendix S

AXA ASSISTANCE at (855) 327-1411 (in U.S.), (312) 935-1703 (call collect from outside the U.S.)

Email: MEDASSIST-USA@AXA-ASSISTANCE.US

Team Assist ID # is 15 GLM N10876795-SA

To submit a claim call (800) 303-8120 or email claimhelp@culturalinsurance.com.